

2004 COMPREHENSIVE REPORT ON U.S. TRADE AND INVESTMENT POLICY TOWARD SUB-SAHARAN AFRICA AND IMPLEMENTATION OF THE AFRICAN GROWTH AND OPPORTUNITY ACT—MESSAGE FROM THE PRESIDENT OF THE UNITED STATES

The SPEAKER pro tempore laid before the House the following message from the President of the United States; which was read and, together with the accompanying papers, without objection, referred to the Committee on Ways and Means:

To the Congress of the United States:

Consistent with title I of the Trade and Development Act of 2000, I am providing a report prepared by my Administration entitled "2004 Comprehensive Report on U.S. Trade and Investment Policy for Sub-Saharan Africa and Implementation of the African Growth and Opportunity Act."

GEORGE W. BUSH.
THE WHITE HOUSE, May 20, 2004.

NO CHILD LEFT BEHIND

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Minnesota (Mr. KLINE) is recognized for 5 minutes.

Mr. KLINE. Mr. Speaker, I have been sitting here for some time this evening listening to the discussion and I am struck by the tone. We have had speakers from both sides of the aisle rise to discuss different things. I notice that my colleagues from this side of the aisle have risen to celebrate an anniversary of World War II, to talk about an important economic and trade issue with the developing nation of India, to talk about the tragedy of the pain of unborn children and my colleagues from the other side of the aisle have taken every occasion with every speaker to make outrageous claims and to engage in vicious partisan attacks against the President of the United States and the Republican Party and it saddens me.

But tonight I wish to join my colleagues from this side of the aisle in a celebration. As we celebrate the anniversary of the landmark *Brown v. Board of Education* Supreme Court decision this week, we have an excellent opportunity to recognize some of the vast improvements made in the quality of education available to America's children over the past 50 years.

In the *Brown v. Board of Education* case, the doctrine of "separate but equal" education for different groups of students was found to produce unequal results and was ruled unconstitutional. On this important anniversary, Mr. Speaker, we are working to ensure another group of students, our special needs children, receive the same high quality education available to every child in Minnesota and America.

Because no two students are the same and no two schools face identical challenges, one of the most important

elements in any Federal education law is flexibility. I am pleased to share with my colleagues one of the many ways in which our committee, the Committee on Education and the Workforce, has worked with the Department of Education to enhance that flexibility for our schools. Following implementation of the No Child Left Behind education law, teachers and administrators expressed concern and many of them to me over the last year that special needs children were required to pass the same tests as their non-special needs counterparts. At the same time parents of special needs children expressed concern that exempting their children from testing altogether would eliminate the ability to monitor their progress. To address these competing concerns, the Department of Education issued a rule providing States and school districts with the flexibility to provide alternate tests to determine the adequate yearly progress for children with the most severe disabilities. Under the rule, alternate tests can be administered only to children with the most significant cognitive disabilities, only 1 percent of all students, or about 10 percent of students with disabilities. All other students with disabilities will take either the regular State assessments or assessments aligned with State standards designed to compensate for the child's disability.

Because it prohibits States and schools from excluding students with disabilities from accountability systems, the No Child Left Behind provides parents of these children with something they have never had before, the right to know whether their children are getting the education they deserve, what every parent wants.

I believe we are making great strides toward improving the quality of education available to every child in America. I remain committed to addressing the concerns of parents, teachers and administrators as we seek to not only maintain but to build on this quality. I look forward to continuing the fight to provide the necessary flexibility to accommodate those States and those schools who wish to participate.

Leaving no child behind means leaving no child behind, not "no child except children with disabilities." On this important anniversary, Mr. Speaker, we are living up to that promise.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Mr. GEORGE MILLER) is recognized for 5 minutes.

(Mr. GEORGE MILLER of California addressed the House. His remarks will appear hereafter in the Extension of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida (Mr. MARIO DIAZ-BALART) is recognized for 5 minutes.

(Mr. MARIO DIAZ-BALART of Florida addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Indiana (Mr. PENCE) is recognized for 5 minutes.

(Mr. PENCE addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New York (Mr. HINCHEY) is recognized for 5 minutes.

(Mr. HINCHEY addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Mr. FILNER) is recognized for 5 minutes.

(Mr. FILNER addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

FALLEN HEROES

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Illinois (Mr. HASTERT) is recognized for 5 minutes.

Mr. HASTERT. Mr. Speaker, I rise today to join with my colleagues in paying tribute to all of our fallen citizens who have lost their lives defending freedom in the war against terror.

I want to thank JIM WALSH and CHARLIE RANGEL for working together to come up with this tribute to those who have died defending freedom.

This Memorial Day, we all need to take an extra moment to remember those who made the ultimate sacrifice as we remember those who are separated from their families and fighting in distant lands to defend freedom.

I especially want to call attention to the sacrifices of two of my constituents who died in the service of their Nation: Staff Sgt. Jacob Frazier and Marine 1st Lt. Timothy Ryan.

Staff Sgt. Jacob Frazier, 24, of St. Charles Township, was killed in March 2003, when his patrol unit was ambushed in Afghanistan. Frazier joined the Illinois Air National Guard in 1998, a year after graduating from Central High School in Burlington. The oldest of James and Joyce Frazier's five children, he was a wrestler, all-conference football player and a member of the choir in high school. He was engaged to be married. Frazier was assigned to the 169th Air Support Operations Squadron of the 182nd Airlift Wing of the National Guard, and had been working with U.S. Army Special Forces in Afghanistan since January 2003. He was proud to serve his country, and often told friends and family "I'm going to hunt bad guys,"—a reference to the terrorist attacks of Sept. 11.

Marine 1st Lt. Timothy Ryan, 30, of North Aurora, died in May 2003, when his helicopter crashed into a canal in Iraq. The son of Judith and Michael Ryan, Tim Ryan grew up with his older brother in Montgomery and Aurora, graduating from West Aurora High School. A music